DOCUMENT RESUME

ED 266 982 SO 016 912

TITLE Evaluation Report on Comprehensive Arts Planning Program (CAPP).
INSTITUTION Minnesota State Dept. of Education, St. Paul.
PUB DATE Jan 85
NOTE 25p.; For related document, see SO 016 911.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Art Education; Committees; Educational Needs; Elementary Secondary Education; Fine Arts; Planning; Program Descriptions; Program Development; Program Effectiveness; *Program Evaluation; State Programs; Statewide Planning; Team Training; Technical Assistance
IDENTIFIERS Minnesota

ABSTRACT

Comprehensive Arts Planning Program (CAPP) grants were awarded to 30 school districts in Minnesota to improve their arts education programs. Each district formed a community-based team of eight persons. Each team was then responsible for planning developing, and promoting comprehensive arts education within the district. Following a brief introductory section, this evaluation report provides a program description with information about goals and objectives, the CAPP Steering Committee, foundation grants received, selection and funding, location of projects, use of the teaming concept, and CAPP training and technical assistance. The third section outlines program evaluation objectives and techniques. Findings in section IV are organized around major evaluation questions and deal with 12 major types of CAPP activities, the extent to which the CAPP plan has been implemented, the success of the team approach, helpfulness of training and technical assistance, and major benefits and drawbacks of CAPP. Recommendations for the program, which are summarized in the final section, include continued funding of the arts. Also encouraged was the development of a state-wide clearinghouse which could serve as an information center to establish a network of CAPP programs, to make resources and materials available, to provide training/inservice for various audiences about the arts and CAPP, and to encourage media attention to the arts in general and CAPP programs in particular. At the district level, CAPP districts recognized the need for continued school and community awareness activities, district administrative support, and concern for the composition of the CAPP committee. The committee member questionnaire and the team chair questionnaire are appended. (LH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Joanne Hinrichs
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED266982

Evaluation Report on Comprehensive Arts Planning Program (CAPP)

Evaluation Report
on
Comprehensive Arts Planning Program
(CAPP)

by:

Evaluation Section
Division of Program Effectiveness

Minnesota Department of Education

January, 1985

BEST COPY AVAILABLE

Abstract

Evaluation Report
on
Comprehensive Arts Planning Program (CAPP)

Enacted by the 1982 Minnesota Legislature, the Comprehensive Arts Planning Program (CAPP) was designed to aid in the improvement of arts education in Minnesota's elementary and secondary schools. With a biennial appropriation of $125,000 from the Legislature and $25,560 from the Otto Bremer Foundation, the 3M Foundation and the Bush Foundation as grants to the Minnesota Alliance for Arts in Education (MAAE), the Minnesota Department of Education (MDE) and the Minnesota State Arts Board (MSAB) formed a public-private partnership with MAAE to manage and direct the CAPP program.

The evaluation of CAPP, as stipulated in the enabling legislation, was "to describe... the status and implementation of comprehensive arts education planning grants..." Conducted by the staff of Evaluation Section in MDE under a contractual agreement with the Elementary/Secondary Section of MDE, this evaluation includes descriptions of CAPP-related activities of the districts involved in the program as well as perceptions of those who directed and participated in these activities.

CAPP grants were awarded to 30 school districts to improve arts education in their individual districts. Each district formed a CAPP committee of eight persons representing the district and the community to plan for, develop and promote comprehensive arts education in the district. The CAPP committees participated in various training sessions and received materials provided by the state-level CAPP Steering Committee that included representatives from MDE, MSAB, and MAAE.

Analyzing the responses of questionnaires completed by CAPP committee members and of telephone interviews of CAPP committee chairpersons, the findings of the evaluation showed that CAPP districts had completed or had a variety of projects in progress. Seventy-seven percent of the CAPP districts reported the development of a 5-year Comprehensive Arts Plan; 57 percent reported a curriculum project and 53 percent stated that a needs assessment had been undertaken. Other projects found in CAPP districts include fund raising (40 percent), awareness (33 percent), recognition of the arts (23 percent), staff development (23 percent), inventory of arts resources (20 percent), additions to arts staff (20 percent), the integration of arts into other arts (20 percent), and art performances (17 percent). In addition, CAPP committees identified possible future activities, many of which have been proposed and are awaiting action by various administrative bodies.

The major outcome for the CAPP grantees was that the grants provided funding for local staff to focus on arts program enhancements. The team approach, as well as the training and materials provided by the CAPP Steering Committee, were generally perceived as facilitating the process. There was general agreement that few, if any, of the CAPP activities would have occurred had not the districts been involved in CAPP.

BEST COPY AVAILABLE

Recommendations for the CAPP program statewide and at the district level included continued funding for the arts. It was also recommended that a statewide clearinghouse for the arts be developed to serve as an information center for materials, resources, training, inservice, and technical assistance; to establish a artwork for CAPP program and to encourage media attention to the arts in general and CAPP in particular. The district must deal with the time commitment that the CAPP program requires of its participants. Continued school and community awareness activities and district administrative support were other recommendations for district consideration.

The general consensus of CAPP committee chairpersons and members was that the CAPP program should continue in their district as well as statewide. Many recommended that CAPP should be expanded to other districts across the state. Several suggested that the expertise of existing CAPP programs be utilized to assist other districts initiating CAPP programs.

BEST COPY AVAILABLE

TABLE OF CONTENTS

		PAGE
LIST OF FIGURES		ii
LIST OF TABLES		iii
I.	INTRODUCTION	1
II.	PROGRAM DESCRIPTION	1
	Program Goals and Objectives	1
	CAPP Steering Committee	2
	Foundation Grants Received for CAPP Activities	2
	Selection and Funding	2
	Location of Projects	3
	The Teaming Concept	3
	Training and Technical Assistance	3
III.	EVALUATION	5
	Purpose	5
	Evaluation Techniques	5
IV.	FINDINGS	5
	What Kinds of Activities Have the CAPP Committees Been Involved?	5
	To What Extent Has There Been Implementation of the CAPP Plan?	6
	How Did the Team Approach Work?	7
	How Helpful Was the Training and Technical Assistance?	7
	What Are the Major Benefits/Drawbacks of CAPP?	7
	Benefits	7
	Drawbacks	8
	What are Recommendations for Improving CAPP:	9
	Statewide and at the District Level?	9
	Statewide	9
	District Level	9
V.	SUMMARY AND CONCLUSIONS	9
APPENDICES		11
	Appendix A: CAPP Committee Member Questionnaire with Frequency and Percentage of Responses	12
	Appendix B: CAPP Committee Chairperson Interview Schedule	14
	Appendix C: Letter from Minnesota State Arts Board	16

BEST COPY AVAILABLE

LIST OF FIGURES

PAGE

1. Districts Participating in CAPP 4

LIST OF TABLES

		PAGE
1.	Completed or Having Activities in Progress by Number and Percentage of CAPP Districts	6
2.	Positive Outcomes Reported by Number and Percentage of CAPP Districts	8

INTRODUCTION

Enacted by the 1982 Minnesota Legislature, The Comprehensive Arts Planning Program (CAPP) was designed to aid in the improvement of arts education in Minnesota's elementary and secondary schools. This legislation, with a biennial appropriation of $125,000, stipulates that an evaluation be submitted, the statutory purpose of which was "to describe... the status and implementation of comprehensive arts in education planning grants...." Thus, this report will include a description of CAPP-related activities of the 30 districts involved in the program, as well as perceptions of those who directed and participated in these activities.

CAPP was directed and managed in a cooperative effort by the Minnesota Department of Education (MDE), the Minnesota Alliances for Arts in Education (MAAE), and the Minnesota State Arts Board (MSAB). This management system represented a public-private partnership between two government agencies - MDE and MSAB - and a non-profit organization - MAAE.

This evaluation was conducted by the staff of the Evaluation Section in the Minnesota Department of Education (MDE) under a contractual agreement with the Elementary/Secondary Section in the MDE.

The primary audiences for this evaluation report are the State Legislature, State Board of Education and the Commissioner of Education. In addition, the recommendations in the report could be useful to the staffs of MDE, MSAB, MAAE, and participating local districts.

PROGRAM DESCRIPTION

Program Goals and Objectives

The primary goal and major objectives of CAPP are as follows:

Goal: To Maintain and Improve Comprehensive Arts Education in Minnesota School Districts

Objectives:

1. Program strengths, weaknesses, as well as needs in curriculum, facilities and staff training will be defined in 30 local education agencies (LEAs) through a comprehensive assessment process.

2. Given on-going inservice training and technical assistance, each participating LEA will complete a Comprehensive Arts in Education Plan by July, 1984.

3. Given local assessment, training and planning, each LEA will develop K-12 curricula, including a review cycle in each of the visual arts, music, dance, theatre and creative writing.

4. MDE will... establish fair and efficient planning and evaluation procedures, budget guidelines, selection criteria and reporting mechanism.

BEST COPY AVAILABLE

CAPP Steering Committee

CAPP was directed and managed in a cooperative effort by MDE, MAAE, and MSAB. Representatives from each of these organizations formed the CAPP Steering Committee whose purpose was to develop, plan, and assist in the implementation of CAPP activities statewide. The CAPP Steering Committee included the specialists in the areas of art, music, communication, and physical education from MDE and representatives from MAAE and MSAB.

Foundation Grants Received for CAPP Activities

In addition to the funds appropriated by the State Legislature for CAPP, a combined amount of $25,560 was gained from the Otto Bremer Foundation, the 3M Foundation and the Bush Foundation as grants to MAAE to further the efforts of CAPP. These funds were used, in part, to hire a staff person to assist in the CAPP activities.

Selection and Funding

The enabling legislation made $30,000 available to LEAs for comprehensive arts planning projects. Each program was required to include:

1. an assessment of arts education and planning in the school district;
2. creation of an arts education team of eight individuals from the school district and the community; and
3. participation by members of the arts education team in training offered by the CAPP Steering Committee.

The Capp Steering Committee solicited applications for these grants from all school districts in the state of Minnesota in November, 1983. Fifty-four school districts completed and submitted formal applications. The selection criteria for these grants included:

1. commitment to the process of making improvements in the school's arts program;
2. commitment to being part of the CAPP program and participating in the training sponsored by the CAPP Steering Committee;
3. documentation of the need for training and assistance;
4. the size of the district to be served;
5. statewide distribution to insure regional representation; and
6. the commitment of the Local Board of Education, Superintendent and Administration of the school/district to carry out the grant's intent.

BEST COPY AVAILABLE

Location of Projects

Thirty proposals were subsequently selected and funded in December, 1983. The districts receiving CAPP grants are as follows:

Appleton - District #784
Bloomington - District #271
Burnsville-Egan-Savage - District #191
Byron - District #531
Cannon Falls - District #252
Chokio-Alberta - District #771
Claremont - District #201
Crookston - District #593
Dawson-Boyd - District #378
Detroit Lakes - District #22
Eagle Bend - District #790
Forest Lake - District #831
Lake Crystal - District #70
Laporte - District #306
McGregor - District #004
Milaca - District #912
Montevideo - District #129
Moorhead - District #152
Mounds View - District #621
Northfield - District #659
Olivia - District #653
Pequot Lake - District #186
Pine River - District #117
Plainview - District #810
Robbinsdale - District #281
Spring Lake Park - District #16
Virginia - District #706
Wabasso - District #640
Wadena - District #819
White Bear Lake - #624

The geographic distribution of CAPP programs statewide can be found in Figure 1.

The Teaming Concept

Each grant recipient was required to form a community based team of eight persons representing the school district and the community. The function of this team was to work as a unit in planning for, developing and promoting comprehensive arts education in the district.

Training and Technical Assistance

The CAPP Steering Committee supported the efforts of the 30 grantees by offering several statewide and regional workshops. These include:

1. A leadership workshop for the chairpersons of the districts' CAPP committees in January, 1984. The purpose of this workshop was to 1) provide training in group processes, group decision making and long-range planning, and 2) provide information about CAPP and the concept of comprehensive arts.

BEST COPY AVAILABLE

FIGURE ONE

Districts Participating in CAPP

BEST COPY AVAILABLE

2. Regional planning workshops for all members of the districts' CAPP committees in January and February, 1984. The purpose of these sessions was to 1) learn about CAPP and the planning process and 2) begin the initial steps in planning.

3. Regional workshops on how to implement a Comprehensive Arts Plan in September, 1984.

In addition, each district CAPP committee received a planning manual and an implementation manual developed by the CAPP Steering Committee.

EVALUATION

Purpose

The primary purpose of this evaluation report was to describe the status and implementation of the CAPP grants.

Evaluation Techniques

The major data collection techniques used in completing this evaluation were:

1. A review of products developed through the project.

2. Responses of CAPP committee members on questionnaires. Questionnaires were mailed to CAPP committee members. Approximately 250 questionnaires were mailed. Responses were received from 120 persons or 48% of the committee members representing 25 of the 30 or 83 percent of the CAPP districts. See Appendix A for sample of questionnaire with a summary of responses.

3. Responses of CAPP committee chairpersons during a structured telephone interview. Interviews were conducted with chairpersons of 29 CAPP committees or 97% of the CAPP committee chairpersons. See Appendix B for sample of the interview schedule.

FINDINGS

The results obtained through the data collection activities have been organized around the major questions identified for this evaluation.

What Kinds of Activities Have the CAPP Committees Been Involved With?

CAPP committees have been engaged in 12 major types of activities. The three most common activities across the CAPP committees were: 1) completion of a needs assessment, 2) development of a 5-year Comprehensive Arts Plan, and 3) curriculum development/improvement projects. Curriculum development/improvement activities included not only the writing or revising of curriculum in the various arts areas but also such activities as providing an opportunity for creative study for students at the University of Minnesota, adding a fine arts requirement to graduation requirements, requesting a summer school arts program, creation of a center for the teaching of art, and incorporating arts opportunities in field trips.

BEST COPY AVAILABLE

CAPP programs went beyond planning and development to engage in other types of activities including awareness, fund raising, arts performances, artists-in-residence programs, inventories of arts resources, additions to arts faculty, work toward the coordination of the arts disciplines, efforts to integrate the arts into other curriculum areas, activities recognizing accomplishments in the arts, and staff development.

To What Extent Has There Been Implementation of the CAPP Plan?

The responses of the CAPP committee chairpersons interviewed indicated that a large number of the various activities had either been completed or were currently in progress. Table 1 describes these activities and the number of CAPP districts involved.

Table 1

Completed or Having Activities in Progress
by Number and Percentage of CAPP Districts

ACTIVITIES	CAPP DISTRICTS	
	NUMBER	PERCENTAGE
Development of 5-year Plan	23	77
Curriculum Development	17	57
Needs Assessment	16	53
Fund Raising	12	40
Awareness	10	33
Recognition of the Arts	7	23
Staff Development	7	23
Inventory of Arts Resources	6	20
Addition of Arts Staff	6	20
Integration of Arts into Other Curriculum Areas	6	20
Arts Performances	5	17
Coordination of the Arts	2	7

Many CAPP committees have activities planned for future implementation. Seven CAPP districts have plans for activities that would recognize the arts (e.g., fine arts festivals, art displays). Three have scheduled artists-in-residency programs and three have arts performances planned. Two CAPP districts have plans for specific curriculum development projects and two for staff development programs. One CAPP district has plans to extend its co-curricular activities to include jazz band and junior high chorus. One will be adding art specialists to teach in the elementary schools. One will be conducting an annual survey of the arts in terms of class size, total teaching load, and budget.

It should be noted that the future of many of the planned activities is uncertain. The availability of funding for such activities as curriculum development/improvement and staff development is not known. CAPP committees have submitted requests and proposals to district administration for such difficult things as adding arts staff. Many of these requests and proposals have not yet been acted on. Lastly, many activities are in the planning stages.

BEST COPY AVAILABLE

How Did the Team Approach Work?

There was consensus among the CAPP committee members and the chairpersons that the team approach was effective.

Some concern was expressed that other time commitments and the many responsibilities of team members often made it difficult to schedule meetings so that all could attend. These commitments and responsibilities often meant the work was done by only a portion of the committee.

How Helpful Was the Training and Technical Assistance?

Both the CAPP committee chairpersons and members concurred that the various training sessions provided by the CAPP Steering Committee were very good and extremely helpful. The chairpersons reported that the sessions kept them motivated, provided a vehicle for establishing what was perceived as necessary communication with other CAPP districts, as well as providing a source of ideas and direction in planning and implementing CAPP-related activities.

The manuals and written resources provided by the CAPP Steering Committee were rated as very helpful by the CAPP committee members and chairpersons. Chairpersons commented that the planning manual was particularly useful. They reported that they have not had the opportunity or the need to make use of the implementation manual to the extent they have used the planning manual. In discussing the usefulness of the manuals, one chairperson stated, "With the manuals and a CAPP committee member, any community could start a CAPP program."

What Are the Major Benefits/Drawbacks of CAPP?

Benefits - The major outcome for CAPP grantees was that the grants provided funding for local staff to focus on arts program enhancements. Eighteen of the CAPP districts cited an increased awareness about the arts as the most significant outcome. Awareness was defined by these districts in terms of informing various audiences (e.g., staff, district administration, school board, parents and community) as well as gaining insight about the strengths and weaknesses of current arts programs.

Other positive outcomes described by participants in CAPP can be found in Table 2 below.

BEST COPY AVAILABLE

Table 2

Positive Outcomes
Reported by Number and Percentage of CAPP Districts

POSITIVE OUTCOMES	CAPP DISTRICTS	
	NUMBER	PERCENTAGE
Curriculum Development	12	40
Coordination Within the Arts	7	23
Improved Communication	7	23
Artists-In-Residency Program	6	20
5-year Comprehensive Arts Plan	5	17
Staff Development	4	13
Additions to Arts Staff	4	13
Integration of Arts into Other Curriculum Areas	4	13
Needs Assessment	3	10
Fund Raising	3	10
Inventory of Arts Resources	2	7
Arts Performances	2	7

There is general agreement that few, if any, of these activities would have occurred had not the districts been involved in CAPP.

In compiling statistics about the applicants for and recipients of grants from the Artists in Education School Support Program, the MSAB found the CAPP sites represented 11% of the total applications, 12% of the recommended applications and 11% of those funded. It found that of the CAPP sites who applied for funds, 87% were recommended to receive them. MSAB concluded that CAPP sites have developed the knowledge and skills to design programs and seek funding. This knowledge and skill is recognized by a higher rate of grant applications originating from CAPP districts. This information was provided in a letter (December, 1984) to Mark Youngstrom, MDE, from Martha Frommelt, MSAB (Appendix C).

Drawbacks - The most frequently cited drawback to the involvement in CAPP was the time element. As was mentioned previously, the CAPP committee members have many commitments and responsibilities, thus, finding the time to meet was a stumbling block. In addition, the limited funding did not provide districts with the option of hiring substitute teachers to permit committee activities during school hours.

The committee structure, while useful, also, seemed to hinder the progress of CAPP. At various times and in various districts, the following situations occurred: 1) being without a CAPP committee chairperson, 2) having a chairperson without adequate leadership and/or management skills, 3) not having all the arts disciplines or grade levels represented, and 4) having committee members resign due to conflicts within the committee.

Other impediments to the success of CAPP included lack of district administrative support and the lack of support from faculty not working in the arts areas.

BEST COPY AVAILABLE

What Are Recommendations for Improving CAPP: Statewide and at the District Level?

Statewide - Funding for CAPP and related activities was the most frequently cited recommendation. Nineteen CAPP districts mentioned money as a priority recommendation. In addition, these districts offered the following suggestions on where and how the money could be used: staff development, networking across districts, implementation of 5-year CAPP Plans, helping districts hire arts specialists, and a reward for CAPP programs of merit. There was some concern expressed that the establishment of a state school for the arts might drain talented students and money from local school districts' arts programs.

CAPP districts would like to see a clearinghouse of information for the arts available statewide. Such a clearinghouse could be responsible for developing and making available the following types of services that were identified as needs by the CAPP districts. Fourteen or 46 percent of the CAPP districts wanted access to a source of information, resource materials, and help on a request basis. Four of the 30 or 3 percent of the CAPP districts suggested the availability of training and inservice related to the arts to such audiences as school boards, administrators, non-arts classroom teachers, and the public. Six or 20 percent of the CAPP districts recommended a statewide media effort about CAPP, successful CAPP programs, and the arts, in general. Lastly, 15 or 50 percent of the CAPP districts described a need for a statewide network of CAPP programs.

District Level - CAPP districts identified funding as a top priority at the district level. This recommendation was cited by 18 CAPP districts. Funding needs were noted for: facilities, teachers, supplies, release time for CAPP committee members, implementation of the 5-year CAPP Plan, and curriculum planning.

The need for awareness related activities was the second most frequently cited priority. Such awareness activities should be directed toward the faculties, school boards, parents, and the community.

Attention to the CAPP committee makeup was cited by 14 CAPP districts. Possible considerations included: rotating membership to get more persons involved, expansion of the number of committee members, inclusion of representatives from all arts disciplines, and a chairperson with leadership and managerial skills.

Other recommendations included the following: district administrative support, additional time for CAPP-related activities, increased community involvement, additional curriculum development/improvement efforts, and additional arts staff.

SUMMARY AND CONCLUSIONS

CAPP grants were awarded to 30 school districts to improve arts education in their individual districts. Each district formed a community based team of eight persons representing the district and the community to plan for, develop and promote comprehensive arts education in the district. The CAPP committee participated in various training sessions provided by the CAPP Steering Committee as well as received written materials developed by this same group. The CAPP districts have either completed or are currently involved in three

BEST COPY AVAILABLE

major types of activities. They were needs assessment, development of a 5-year Comprehensive Arts Plan, and curriculum development/improvement projects. The CAPP committees have identified future activities, many of which have been proposed to various administrative or funding bodies and are awaiting action.

Recommendations for the CAPP program statewide at the district level included continued funding for the arts. In addition, it was recommended that a statewide clearinghouse be developed which could serve as an information center to establish a network of CAPP programs, to make resources and materials available, to provide training/inservice for various audiences about the arts and CAPP and to encourage media attention to the arts in general and CAPP programs in particular. At the district level, CAPP districts recognized the need for continued school and community awareness activities, district administrative support, and concern for the composition of the CAPP committee. Districts must deal with the time commitment that the CAPP program requires of its participants.

CAPP committee chairpersons and members generally agreed that the CAPP program should continue in their districts as well as statewide. Many recommended that it should be expanded to other districts across the state. Several suggested that the expertise of existing CAPP programs be utilized to assist other districts initiating CAPP programs.

DM:lmpS138a
01/29/85

BEST COPY AVAILABLE

APPENDICES

APPENDIX A

Comprehensive Arts Planning Program (CAPP)
Team Member Questionnaire

INSTRUCTIONS: This brief questionnaire is designed to gather your impressions and judgments about the Comprehensive Arts Planning Program as it was implemented in your district. Please read each question and check ( ) the response which is best. There are no right or wrong answers.

Total number of questionnaires returned: 120

1. What has been your role on the CAPP Team? (Check one)

No.	Percent		No.	Percent	
6	5%	School Board Member	16	13%	Arts Specialist
20	17%	Community Member	50	42%	Classroom Teacher
6	5%	Artist	22	18%	Other (Specify:

	No.	%
Administrator	16	73%
Media Specialist	2	9%
P.E. Specialist	2	9%
Student	1	5%
Not Specified	1	5%

2. The following have two parts. First, tell us whether you participated in the following activities. Second, for each activity in which you participated, please indicate the extent to which each was helpful in implementing a comprehensive arts program in your district.

No Experience No.			Yes No.	Yes %	No No.	No %	Not Sure No.	Not Sure %	Very Helpful No.	Very Helpful %	Somewhat Helpful No.	Somewhat Helpful %	No Help No.	No Help %	Not Sure No.	Not Sure %	No Response No.	No Response %
3	3	A. Needs Assessment	107	89	8	7	2	2	82	68	27	23	---	--	1	8	10	8
5	4	B. Development of 5-Year CAPP Plan	108	90	6	5	1	.8	71	59	35	29	---	--	2	2	12	10
1	9	C. Inventory of Arts Resources	73	61	30	25	6	5	38	32	35	29	2	2	9	8	36	30
8	13	D. Arts Residencies	61	51	38	32	6	5	43	36	20	17	2	2	6	5	49	41
	7	E. Arts Performances	62	52	34	28	8	7	39	33	24	20	4	3	5	4	48	40
12	11	F. Curriculum Development	67	56	37	31	3	3	38	32	27	23	2	2	9	8	44	37
14	11	G. Integration of the Arts into other Subject Areas	72	60	29	24	6	5	32	27	38	32	6	5	4	3	40	33
15	10	H. Fund Raising	17	14	84	70	4	3	10	8	9	8	11	9	9	8	81	68
17	14	I. Staff Inservice	41	34	57	48	5	4	22	18	21	18	6	5	7	6	64	53

BEST COPY AVAILABLE

3. Please rate the general quality of each of the following resources.

	Excellent		Adequate		Poor		Not Sure		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%
A. The CAPP Planning Manual	76	63	37	31	---	--	5	4	2	2
B. The CAPP Implementation Manual	64	53	39	33	---	--	12	10	5	4
C. Training Sessions	56	47	45	38	2	2	12	10	5	4
D. Technical Assistance from State Staff	36	30	47	39	2	2	27	23	8	7
E. Support from District Administration	39	33	49	41	15	13	11	9	6	5
F. Community Involvement	16	13	68	57	15	13	20	17	1	.8

4. In your judgment, how effective has the team approach been in planning a comprehensive arts program for your district?

No.	%		No.	%		No.	%		No.	%		No.	%	
56	47	EXTREMELY Effective	56	47	SOMEWHAT Effective	1	.8	NOT AT ALL Effective	4	3	NOT SURE	3	3	NO RESPONSE

5. Describe the most significnat outcome of the CAPP process/program for your district.

6. What recommendations, if any, do you have for improving the CAPP process/program

A. In Your District

B. Statewide

BEST COPY AVAILABLE

APPENDIX B

Comprehensive Arts Planning Program (CAPP)

CAPP TEAM CHAIR - Interview Schedule

1. Think back over the past year and tell me about the activities your team completed. (Prompts: needs assessment, plan, curriculum development)

2. What changes, if any, in your district's arts program, have resulted from this planning/development process?

3. What changes, if any, in your arts program would have been made <u>without</u> this process?

4. How well did the team approach their work?

5. How helpful were the various training sessions provided by state staff?

6. How helpful were the manuals and written resources provided by state staff?

BEST COPY AVAILABLE

CONTINUED on reverse side...

7. What was the best thing about this program?

8. What was the worst thing about this program?

9. Think a bit about necessary next steps in implementing a comprehensive arts program. What do you need from

   A. State staff and/or support -

   B. District administration -

10. What recommendations do you have for improving the CAPP program?

   A. Statewide -

   B. In your District -

BEST COPY AVAILABLE

Return TO: MN Department of Education, Evaluation Section, 721A Capitol Square Building, St. Paul, MN 55101

APPENDIX C

MINNESOTA
STATE
ARTS
BOARD

December 5, 1984

Mark Youngstrom
Minnesota Depart[illegible] Education
653 Capitol Squar[illegible]ing
St. Paul, MN 55101

Dear Mark,

I just wanted to pass along some information to you for the CAPP final report to the legislature. There isn't a volume of information to give you, but there are a few telling statistics.

FY 85 Artists in Education School Support Program

1. Of the 73 applicants to this program, CAPP sites represented 11% of the total applications.

2. Of the 59 applicants recommended for funding, CAPP sites represented 12% of the recommended applications.

3. $50,000 was available to grant to schools. Funds were depleted by recommended applicant #46. CAPP sites represented 11% of the funded applicants.

4. Of the 435 public school districts eligible to apply for these funds, CAPP sites who applied represent 2% of the eligible districts.

5. All CAPP sites funded were outside of the Twin Cities area.

6. Of the CAPP sites who applied for funds, 87% were recommended for funds.

7. 80% of the CAPP sites funded were for residencies longer than five days.

8. CAPP representatives were represented in 40% of the fall regional AIE workshops.

What general conclusions can you draw from these statistics?

A. Since 87% of the CAPP sites who applied for funds were recommended for funding, it is fair to say that CAPP sites, according to Arts Board review standards, are able to design a residency of high artistic quality and merit, are familiar with sound planning processes, know how to prepare their school community and staff for an event, understand how to seek out additional funding and can demonstrate demand or need for arts projects.

[illegible]
St. Paul, Minnesota
55102
612 297 2603
[illegible]

(continued)

BEST COPY AVAILABLE

B. CAPP sites are taking advantage of the public funding available at a proportionally higher rate than other districts in the state.

C. CAPP sites have been able to take advantage of the flexibility of residency design within the School Support Program. Their residencies are longer and involve more artists, therefore providing more in-depth, experiential contact with students.

D. CAPP sites (particularly out-state sites) have used the human resources available to them by attending workshops sponsored by the Arts Board.

I would like to assume that these resources are more available to CAPP sites because of the technical assistance provided through the Steering Committee, the conferences and the manual.

I hope these statistics will be of use to you (us) in compiling the final report.

Best wishes,

Martha

Martha Frommelt
Artists in Education
Program Associate

MF/llm

cc: Sam Grabarski
Margaret Hasse
Susan Vaughan
Mary Honetschlager
George Hanson